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LESSON PLAN

Lesson Topic: The Emmet Till Case

Grade Level: 8-12

Broad-Based Theme: The Emmett Till Case as the Catalyst to the Civil Rights Movement

Generalizations (3 or 4):

1. Interaction with a new environment affects people's lives.
2. Conflicts occur between persons of different cultural groups.
3. A significant event can have a long-lasting effect on historical, social, political, legal and moral issues.

Guiding Questions (GQ):

1. How did interaction with the Mississippi Delta cost Emmett Till his life?
2. How did an event in an isolated community become a worldwide news item?
3. Why has the Emmett Till case remained a burning issue for 55 years?
4. What lasting effects has the case had on American society?

| Lesson Plan Objective(s): | Gen/GQ # | Procedure: | Materials/Resources | Evaluation related to objectives |
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| <p>Each student will</p> <ul style="list-style-type: none"> *read an article about the Emmett Till case with understanding *ask pertinent questions about facts and vocabulary found in the article * develop an understanding of the rules of a teacher-made game *participate maturely in the game *research one aspect of the Emmett Till case from internet or hard copy sources *participate in the preparation and presentation of a group | | <p>A. Introduction/Motivation</p> <ol style="list-style-type: none"> 1. Distribute articles to each student to read silently. 2. Direct each student to write three questions from the article on a 3x5 index card. Each question must have a 1-2 word answer. 3. Question cards are used for a game. (See Attachment #1) <p>B. Study/Learning Activities</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Each group will be assigned one aspect of the case to research and report upon. Groups are <ul style="list-style-type: none"> The Incident The Crime The Arrest The Funeral The Trial The Aftermath | <p>Emmett Till article (online)</p> <p>Teacher-made game</p> <p>Index cards</p> <p>Writing materials</p> | <p>Evaluation related to objectives</p> <ul style="list-style-type: none"> *Teacher observation (1-4) *grade for research and report * grade for follow-up response *grade on exam |

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| <p>report</p> <ul style="list-style-type: none">*ruminates on the culminating question*thoughtfully addresses the culminating question in a five-paragraph essay*passes a teacher-made test on the facts of the case with at least 85% comprehension | | <p>C. Culmination</p> <p>Each student will write a five-paragraph essay on the following question:</p> <p>“What could anyone have done to assure that justice would have been done in the Emmett Till case?”</p> <p>Students must choose three people involved in the Till case (excluding Emmett Till) and analyze and explain what each could have done differently to change the outcome.</p> <p>D. Follow-up: In Civil Rights unit, continue to reference the Emmett Till case</p> | | |
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